**Examples of activities from S.O.W. to meet end of year objectives – Year 3**

|  |  |  |
| --- | --- | --- |
| **KS2 NC Programme of Study Objectives. Pupils should be taught to:** | **By end of year 3 pupils:** | |
| Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language. | **3.1** Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly, **e.g. Unit 1 lesson 2 – name and greetings.**  **3.2** Can follow and repeat key words from a song, rhyme or poem, **e.g. Unit 3 lesson 6– ‘¿De qué color?’ song.** | |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | **3.3** Can recall key phonics’ words (and gestures), and say them aloud with good pronunciation, **e.g. Unit 1 lesson 8 – word/picture matching.**  **3.4** Can read key words (and gestures), and read them aloud with good pronunciation **e.g. Unit 2 lesson 7 – days of week.** | |
| Engage in conversations; ask and answer questions;  express opinions and respond to those of others | **3.5** Can ask and answer simple pre-learned questions from memory, **e.g. Unit 1 lesson 6 – name and well-being role play.**  **3.6** Are beginning to understand the formation of questions and answers involving familiar vocabulary, e.g. **Unit 6 lesson 5 – questions and answers re self and someone else.** | |
| Seek clarification and help | **3.7** Can indicate that there is a problem using a pre-learned phrase, **e.g. All units and lessons – No entiendo.** | |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures  Present ideas and information orally to a range of audiences | **3.8** Can repeat and say familiar words and short simple phrases, using understandable pronunciation, **e.g. Unit 6 lesson 3 – family members.** | |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | | **3.9** Can read aloud some very familiar words and short phrases with accurate pronunciation, **e.g. Unit 5 lesson 5 – nouns in ‘Sleeping Beauty’ story.** |
| Read carefully and show understanding of words, phrases and simple writing | | **3.10** Can understand some familiar written words and short phrases, **e.g. Unit 5 lesson 3 – word cards to support with sentence production.** |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | | **3.11** Can use the visual clues and context to follow the gist of a short text, **e.g.** **Unit 5 lesson 6 – reading sentences in ‘Sleeping Beauty’ story.** |
| Use a dictionary | | **3.12** Can use a word list to locate specific words, **e.g.** **Unit 6 lesson 4** – **support sheet for pets’ writing task.**  **3.13** Can use classroom prompts (such as a display) as an aid to spelling, **e.g. Instant Display (see Weblinks’ tab) – months** |
| Write words and phrases from memory | | **3.14** Can write some single words from memory, with plausible spelling, **e.g. Unit 2 lesson 4 – months’ crossword.** |
| Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing | | **3.15** Can, with support, substitute one element in a simple phrase or sentence to vary the meaning, e.g. the colour adjective or the noun, **e.g Unit 4 lesson 5 – changing colours in a body part description.** |
| Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns,  adjectives (place and agreement),  conjugation of key verbs (and making verbs negative),  connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English. | | **3.16** Can use the indefinite articles within the singular masculine and feminine nouns, **e.g. Unit 6 lesson 4 – pets.**  **3.17** Can form regular plural nouns, **e.g. Unit 6 lesson 2 – sibling words.**  **3.18** Can identify adjective and noun position, **e.g. Unit 4 lesson 2 – colour of different body parts.**  **3.19** Can use some singular masculine and plural adjectives correctly, **e.g. Unit 4 lesson 5 – changing singular and plural adjectives in a body part description.**  **3.20** Can use the high-frequency verb forms (I have, it is, they are), **e.g. Unit 6 lesson 2 (Tengo un hermano), Unit 2 lesson 6 (Es el 3 de abril) , Unit 6 lesson 1 (Homer y Marge son mis padres)**, and regular –ar verbs in 1st person singular form confidently, e.g. **Unit 3 lesson 3 – e.g. bailo, canto, nado.** |

**Spanish Planning Year 3 Unit 4 Lesson 1 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand the difference between ‘me llamo’ and ‘soy’ (PoS 12)** * **can recognise familar questions and phrases (PoS 7)** * **can pronounce ‘oy’ correctly (6)** | Soy I am  ¿Y tú? And you?  ¿Quién es? Who is it?  Es ...It is…  Pronunciation:  Soy (soy)  ¿Y tú? (e-too)  ¿Quién es? (key-en-es)  Los números pares even numbers  (pahr-es)  Los números impares uneven numbers  (im-pahres) | | Revise known questions and answers by saying statements and asking pupils to say the matching question:  Me llamo…( ¿Cómo te llamas?)/Muy bien, gracias (¿Qué tal*?*)/Tengo 8 años (¿Cuántos años tienes?)**/**Mi cumpleaños es el 4 de septiembre **(¿**Cuándo es tu cumpleaños?)/Hablo. (¿Qué haces?)/Mi color favorito es el azul. (¿Cuál es tu color favorito?).  Give pupils in pairs question and answer sheet where they do match up reading exercise, e.g. 1E.  Revisit colours with power point – Los Colores – where pupils say the colour before word appears and then say the missing colour as it disappears.  Chant numbers 1-31 with pupils – even and then uneven numbers.  Teacher and puppets introduce self using ‘soy’ as an alternative to ‘me llamo’. Pupils are asked: ¿Y tú? And reply: Soy + name.  Introduce ¿Quién es? by pointing to a pupil and asking the question. When another pupil says the pupil’s name, say – Ah, es…  Play ‘disguised voice’ game – see Unit 3 Lesson 6 for how it is played. This time the question is ¿Quién es? and the answer is ‘Es Mickey Mouse’ (or any famous character).  Daily activity  Respond to register using soy. | | | Ball, timer, puppets  At end of unit:  Question and answer match up sheet  Colour power point – Los Colores | ‘oy’ in ‘soy’  ¿Quién es? As well as meaning who is it? it can also mean who is he/she?    The subject pronoun is mostly not necessary in Spanish. See ‘Grammar Focus’ in Year 3 Unit 2 Lesson 1 and notes at the end of that unit. |
| **Assessment Opportunities** | Which pupils readily understand and use the alternative Soy? | | | | | | |
| **KS2 Framework Objective**  **Oracy** 3.3 3.4 | **Literacy**  **3.1, 3.2** | **Intercultural Understanding**  3 | | **Knowledge about Language**  3 | **Language Learning Strategies** | | |

**Spanish Planning Year 3 Unit 4 Lesson 2 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand body parts (PoS 1)** * **can recognise masculine and feminine forms of adjectives (PoS 12)** * **can pronounce ‘ll’ correctly (6)** | La cabeza head  La nariz nose  La oreja/las orejas ear(s)  La pierna/las piernas leg(s)  La mano/las manos hand(s)\*  La rodilla/las rodillas knee(s)  La boca mouth  El brazo/los brazos arm(s)  El codo/los codos elbow(s)  El dedo/los dedos finger(s)  El ojo/los ojos eye(s)  El hombro/los hombros shoulder(s)  El pie/los pies foot(feet)  Tocad touch  (toc-ath)  Toca touch  (toc-ah)  Dibujad draw  (di-boo-hath)  Dibuja draw  (di-boo-hah)  \* ‘mano’ is feminine despite ending in an ‘o’. | | Revise colours with ball. Say a colour. Pupil either says another colour or repeats one you have said.  Introduce 8 body parts for Spanish ‘Heads, shoulders…’ by pointing to body part(s) and saying without definite article – see in resources. Introduce song from ¡Español! ¡Español! and pupils join in.  Then ask pupils to touch the various body parts from the song by saying, e.g. tocad la boca.  Say the other body parts using the definite article – el, los, la or las. See link in Resources for pronunciation.  Pupils use mini whiteboards to draw – dibujad – and colour –coloread – certain singular body parts that you dictate to them:  un ojo azul/un dedo amarillo/un pie negro/un brazo verde  una boca roja/una nariz amarilla/una mano negra/una cabeza verde  Ask pupils why they think some colours have changed in sound, e.g. negro/negra (i.e. describing a masculine or feminine noun).  Daily activity – pupils to say a body part and colour at registration | | | Ball, timer, mini whiteboards, coloured pens  ¡Español! ¡Español! **‘Cabeza, hombros, piernas y pies’ (El Cuerpo)** Pg 40 – track 1.18.  Cabeza, hombros, piernas, pies, orejas, ojos, boca, nariz  Listen to body part words:  <http://tinyurl.com/z66t64e>  See Unit 3 Lesson 5 – grammar note re colours  See Unit 2 Lesson 1 – information about teacher commands  End of Unit 3: Spanish colours – information sheet | Double ’ll’ in ‘rodilla’  similar to the "y" in yellow.  Nouns in Spanish are either masculine or feminine:  “The” in Spanish is:  El – masculine singular  La – feminine singular  Los – masculine plural  Las – feminine plural  ‘A’ or ‘one’ followed by a singular noun is:  Un (masculine)  Una (feminine)  Tocad and dibujad are commands used to address the whole class.  Toca and dibuja are commands used to address one child. |
| **Assessment Opportunities** | Whiteboard pictures to assess listening. | | | | | | |
| **KS2 Framework Objectives**  **Oracy 3.1 3.2 3.3** | **Literacy** | **Intercultural Understanding** | | **Knowledge about Language** | **Language Learning Strategies**  **3.2** | | |

**Spanish Planning Year 3 Unit 4 Lesson 3 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can say where they live (PoS 5)** * **can ask someone else where they live (PoS 3)** * **can pronounce ‘v’ correctly (6)** | ¿Dónde vives? Where do you live?  Vivo en …I live in…  (don-day/beeb-es)  (beeb-o/en)  ¿Y tú? – and you?  Londres – London  (lon-dress)  un piso a flat  (pea-so)  una casa a house  (cah-sah) | | Play Simón dice - ‘Tocad…’ with body parts.  Enact a role play with a puppet:  Teacher: ¿Dónde vives?  Puppet: Vivo en Madrid. ¿Y tú?  Teacher: Vivo en Londres.  Ask pupils what the conversation was about.  Tell pupils they are going to watch a video clip about Spanish children saying where they live in Spain, but firstly show them the ¿Dónde vives? power point to familiarise pupils with the location of the towns they will be seeing in the video clip.  On the first slide say each town (look at video clip in advance to hear pronunciation) and pupils say the number in Spanish. Say the number and pupils say the town.  Show the next slides, and for each select a pair of pupils to enact the role play.  Show the video clip. At the end pupils will hear children saying whether they live in a flat or a house.  Play the ‘Disguised voice’ game, where a pupil sits on a chair at the front with his/her back facing the class. Another pupil is sent to the back of the class, and pupil at the front says ¿Dónde vives? The pupil at the back repeats a reply after you, e.g. Vivo en Madrid. If the pupil at the front guesses who the pupil at the back is, his/her team gets a point.  Daily practice – New question and answer at registration | | | Puppet  Early Start 2 Ch 1 Video clip  At end of unit:  Power point ¿Dónde vives? | ‘v’ in vives/vivo like a ‘b’ sound.  The subject pronoun is expressed within the verb, e.g. vivo I live, but for emphasis: Yo vivo…can be said. |
| **Assessment Opportunities** | Listen to role plays | | | | | | |
| **KS2 Framework Objectives**  **Oracy 3.2** | **Literacy**  **3.1** | **Intercultural Understanding**  **3.4** | | **Knowledge about Language**  **3.3** | **Language Learning Strategies**  **3.4** | | |

**Spanish Planning Year 3 Unit 4 Lesson 4 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **Can follow the song ‘Mi barba’and repeat key words, showing understanding by doing the actions (PoS 1)** * **Recognise familiar words in written form from the song ‘Mi barba’ (PoS 7)** * **Can pronounce the sound ‘ie’ as in ‘tiene’ correctly (PoS 2)** | La cabeza head  La nariz nose  La oreja ear  La pierna leg  La mano hand  La rodilla knee  La boca mouth  Mi barba my beard  El brazo arm  El codo elbow  El dedo finger  El ojo eye  El hombro shoulder  El pie foot  El diente/los dientes tooth (teeth)  El cuerpo body  El pelo hair  (pel-oh)  El monstruo  (mon-strew-oh)  Tiene (he/she/it has)  (tea-en-ay) | | Chant numbers 1-31 with pupils, this time pointing to each number on a number (figures) wallchart at same time.  Revise body parts, singular and plural (see lesson 2), and include the new ones – el diente, el cuerpo, el pelo. Say ‘Tocad...+ body part(s).  Show power point – el monstruo –with sound.  Translation of text appears on note section of each slide.  Draw pupils’ notice to the colour following the noun and the different spellings of some of the colours.  Last slide of power point gives further information.  Teach song – Mi barba tiene tres pelos – with actions for each part. Words can then be shown on power point and then on cards on board, the latter to support the singing to come. Song is sung through once with actions, and then the second time one word is left out, and pupils hum instead. Another word is left out the third time the song is sung, and this carries on until the song is sung with no words, but just with actions and humming.  Daily activity: Say at body part at registration | | | At end of unit:  Power point – el monstruo with sound  Mi barba song power point with link to song on YouTtube.  Song words – Spanish and English | ‘ie’ as in ‘tiene’  Agreement of adjectives and position of adjectives after noun  N.B. ‘Mano’ does not follow the normal pattern of a noun ending in ‘o’ being masculine. It is la mano. |
| **Assessment Opportunities** | Observation of pupils singing song with actions | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.2 3.3** | **Literacy**  **3.1** | **Intercultural Understanding** | | **Knowledge about Language** | **Language Learning Strategies**  **3.7** | | |

**Spanish Planning Year 3 Unit 4 Lesson 5 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand ‘El Monstruo’ text cards (7)** * **can change the body part colours on a model description of a monster (PoS 11)** * **can pronounce ‘i’ correctly (PoS 6)** | La cabeza head  La nariz nose  La oreja ear  La pierna leg  La mano hand  La rodilla knee  La boca mouth  Mi barba my beard  El brazo arm  El codo elbow  El dedo finger  El ojo eye  El hombro shoulder  El pie foot  El diente tooth  El cuerpo body  El pelo hair  Mi monstruo  Tiene (he/she/it has) | | Play song about the gender of nouns. See Resources.  Revise colours with game from ‘Ideas for language games’ under main Spanish tab.  Tell pupils they will be drawing and colouring a monster face, like the one in the el monstruo power point.  Place text cards on the board from the power point and ask pupils to read aloud. Ask pupils if they can remember what ‘tiene…’ means’ (i.e. ‘has’…as it is referring to ‘mi monstruo’). (See Year 3 Unit 2 Lesson 2).  A team game played where 2 pupils go to the back of the class and turn their backs to the board. Another pupil goes to the board and touches one of the text cards. When the other 2 pupils turn around, they have to guess which sentence has been touched, by taking turns to read a sentence.  Show the ‘Mi monstruo’ example sheet on iwb and discuss body parts and colours (after nouns and agreeing with them). Give pupils either the ‘easy’ or ‘hard’ worksheet to do, depending on ability. The ‘easy’ one involves pupils in drawing and colouring a monster according to the instructions, and the ‘hard’ one involves pupils writing in their own colours. Have colour words, singular and plural, on board for support. | | | BBC Teach > Primary Resources > Spanish KS2 > Virtually There: Spain  <https://tinyurl.com/s4orzaf>  ‘Ideas for language games’ under main Spanish tab on website.  End of unit:  ‘Monster’ worksheets  Text cards from worksheet  Colour words – singular and plural | ‘i’ in ‘tiene’  Colours, like other adjectives, must change to agree with the nouns described. There are some exceptions:  Naranja, rosa and marrón are invariable in singular and plural forms.  Azul, verde and gris are invariable in singular form, but they have plural forms. |
| **Assessment Opportunities** | Worksheet | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.2 3.3** | **Literacy**  **3.1, 3.3** | **Intercultural Understanding** | | **Knowledge about Language** | **Language Learning Strategies**  **3.7** | | |